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ABSTRACT

This competency-based preservice home economics teacher education module on procedures for selecting a community is the second in a set of six modules on consumer education related to housing. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) investigating a community (includes a lesson on the community and citizen interaction); (2) choosing a neighborhood (includes a lesson on neighborhood selection and evaluation); and (3) creating a satisfying community environment (includes a lesson on the community and the environment). Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

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CONSUMER APPROACH STRAND:

HOUSING

# MODULE I-B-2 PROCEDURES FOR SELECTING A COMMUNITY

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1978

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CE 019 906

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

For further information contact:

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The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

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TABLE OF CONTENTS


Module Objectives. . . . . .Page 1
Module Overview. . . . . 1

UNIT 1--INVESTIGATING A COMMUNITY. . . . . 2
Objectives. . . . . 2
Overview. . . . . 2

Lesson: The Community and Citizen Interaction . . . . . 2
Narrative Summary . . . . . 2
Suggested Activities. . . . . 3
Suggested Resources . . . . . 5

UNIT 2--CHOOSING A NEIGHBORHOOD. . . . . 6
Objectives. . . . . 6
Overview. . . . . 6

Lesson: Neighborhood Selection and Evaluation . . . . . 6
Narrative Summary . . . . . 6
Suggested Activities. . . . . 7
Suggested Resources . . . . . 8

UNIT 3--CREATING A SATISFYING COMMUNITY ENVIRONMENT. . . . 9
Objectives. . . . . 9
Overview. . . . . 9

Lesson: The Community and the Environment . . . . . 9
Narrative Summary . . . . . 9
Suggested Activities. . . . . 9
Suggested Resources . . . . . 10

MODULE PRE/POSTTEST. . . . . 13
Answer Key . . . . . 15

# PROCEDURES FOR SELECTING A COMMUNITY

## Module Objectives

Given a description of an average income family living within the city, the MATCHE student will locate and identify the characteristics of a neighborhood and community facilities that could meet its social, educational, transporation, recreational, and health needs. The student should explore city and county boundaries and services to assess a cooperative spirit and lack of duplication and overlapping services.

The MATCHE student will identify those elements in a community which contribute to a human being's physical and psychological well-being, such as a positive man-environment balance, pollution control, conservation and land use planning, safety and security, parks and open space, areas for privacy and social interaction. The student will study a community in relation to the above criteria and explore the opportunities for informed citizen participation as a means of community action to facilitate change.

## Module Overview

Many elements affect a community's desirability. These elements will have a different meaning and relative importance for each user. The neighborhood, community facilities, community environment, climate, available shelter, community orientation to social needs, mathods of problem-solving, citizen participation and land use planning, land cost, zoning regulations, and tax structure should be carefully considered with selecting a community.

This unit may be completed in conjunction with Module: Procedures for Selecting Housing, Unit 1, "Housing Needs and Housing Goals." One cannot appraise community services adequately without relating them to housing needs, goals, and supply. This module is divided into the following units:

Unit 1: Investigating a Community

Unit 2: Choosing a Neighborhood

Unit 3: Creating a Satisfying Community Environment

## UNIT 1

## INVESTIGATING A COMMUNITY

### Objectives

The MATCHE student will be able to describe the community attributes that could contribute to the physiological and psychological well-being of its diversified occupants.

The MATCHE student will become familiar with the agencies, bureaus, and committees dealing with city planning and community development.

The MATCHE student will explore the opportunities for citizen participation in a community planning capacity involving decision making, problem identification, and problem solving endeavors.

### Overview

This unit suggests the points to consider when investigating a town, community housing projects, community development, and redevelopment plans and decision-making policies and bodies within it. The student will become familiar with some evaluative techniques to aid in recognizing strengths and weaknesses in the community and explore possible options for improvement.

### Lesson: The Community and Citizen Interaction

### Narrative Summary

The location or relocation of a family in a community is a major adjustment. Selection of a community is often given little consideration, yet it is the community that will be meeting all needs outside one's own shelter and may very well determine the style, price, materials, and services available for the individual dwelling. One might, at first glance pay close attention to the particular neighborhood where he or she plans to locate and neglect to explore the lifeline of that neighborhood--the community.

Americans move for a number of reasons. Employment is the primary cause for initial location. One may then move within the community for other needs and wants. Man has come to recognize that his near environment and his quality of lice are greatly influenced by far more than the dwelling. The community has a major challenge of enhancing living

patterns. We are serviced by innumerable institutions, retail outlets, offices, recreational facilities, churches, hospitals, banks, and even jails. In selecting a community, each individual must explore these community resources and determine their orientation. Is the fulfillment of people-oriented needs their major objective? Does the community demonstrate a healthy concern for continual self-evaluation and a feeling of security for its inhabitants?

The narrative, activities, and resources in this unit are designed to assist the student in community assessment.

> All activities should be submitted to and discussed with your instructor.

Suggested Activities

The following activities will be developed around one community of your choice. The activity may be completed individually or in groups of three or fewer. Select a community under 50,000 for your analysis. Obtain a good city map to be marked for this activity.

Before beginning this activity, skim Warren's Studying Your Community. The extensive list of questions will help to make you more sensitive to your own community.

1. Visit the local chamber of commerce office and other appropriate agencies to obtain all information available on the following:
   a. major employers, i.e., factory, agriculture center
      1. industrial district
      2. commercial district
   b. schools and their location
   c. shopping centers
   d. public transportation and routes
   e. health care facilities and medical and dental practitioners
   f. police and fire service
   g. ambulance services
   h. county and city boundaries
   i. waste disposal plant
   j. major housing developments - private
   k. major housing developments - public
   l. growth pattern
   m. parks and recreational facilities
   n. cultural activities - child and adult entertainment
   o. churches
   p. facilities for the elderly and disabled
   q. facilities for the retarded or emotionally disturbed
   r. housing supply

2. Review your map carefully.
   a. Visit housing, recreational facilities, health facilities, major employers, and a school in a deteriorating part of your city.
   b. Visit the above in the area of major growth.
      1. Determine redevelopment and urban renewal plans.
      2. Determine the city plan for service delivery in the developing area.
   c. If possible, take slides of the two areas for comparison. These slides may be used in small groups and as a future teaching aid.

3. Obtain demographic information for your community pertaining to the following:
   a. population
   b. average income
   c. unemployment rate
   d. percentage of persons on public assistance
   e. crime rate and major source of crime
   f. minority population
   g. elderly population
   h. school support
   i. cost of living index
   j. property tax rate
   k. average selling price of a new 3 bedroom, 2 bath development home

4. Develop a two month calendar of major city council, school board, housing authority, planning commission, board of supervisors, and other community decision-making bodies.

   Dates, times, and locations may be obtained by consulting the local newspaper; calling city, state and federal agencies; and through referral.

   Attend and critique three meetings each dealing with a separate community issue. To the best of your ability, ascertain the following:
   a. What is the extent of citizen participation?
   b. What is the background of the major policy makers?
   c. Do the city planners seem sensitive to environmental and societal needs?
   d. Is the major emphasis on economic development?
   e. Are members in the community affected by those meetings, and are they in attendance?

5. Determine the voting pattern of your community in the following areas:
   a. Is the police and fire protection adequate and effective?
   b. Have school bonds been adequate to meet the educational goals of the parents and children?

c. Are issued dealing with health, safety, and preventative maintenance passed?
d. What has been the attitude toward public transporation, land use, and zoning variances?

Date and identify all interview resources for information

Identify needs for potential improvement of community services, community involvement, and communications.

After completion of the above activities, meet with your instructor. If the format of the class allows, a small group discussion may be presented to the class. Your involvement in your sample community may hopefully kindle an interest in becoming an informed and active participant in community development. A community is only as viable as its inhabitants.

The small group discussion should be designed to assess the service supply system of your community. Write a brief description of the occupants you feel are best served by your community and present your data relative to their needs. Discuss the needs not presently being met by the community.

Suggested Resources

Chamber of Commerce
City Hall
Board of Supervisors
Police and Sheriff Departments
Fire Department
Public Health
Housing and Urban Development Office
Superintendent of Schools
Waste Control
Voter Registrar
League of Women Voters
City Council
Association of University Women

Any additional agencies, bureaus, and committees involved in community planning.

Periodicals: Environment

Warren, Roland. Studying Your Community. New York: The Free Press, 1965. (This source needs updating but is an outstanding source for pertinent community questions.)

The small group discussion will serve as the progress check for this unit. Upon successful completion, preceed to Unit 2.

## UNIT 2

## CHOOSING A NEIGHBORHOOD

### Objectives

The MATCHE student will be able to describe the points to consider when investigating the community facilities that a neighborhood has to offer to meet one's social, educational, spiritual, transportation, recreational, and health needs.

The MATCHE student will be able to suggest the characteristics considered desirable or undesirable for a neighborhood and evaluate that neighborhood for prospective residents of diverse needs.

### Overview

This unit presents the points that should be considered when investigating the community facilities available in different neighborhoods. It distinguishes between an attitude or behavior of being neighborly and proximity of services. Zoning codes, service delivery system, tax structure, and neighborhood cohesiveness are explored.

### Lesson: Neighborhood Selection and Evaluation

### Narrative Summary

After an extensive exploration of the community service delivery system for prospective inhabitants, one must move to the smaller unit, the neighborhood. The immediate neighborhood takes on greater importance relative to the amount of time spent in its confines. For the mobile, upper- or middle-income career individual, neighborhood selection may be based on status, security, proximity to employment. Distance traveled and time and money necessary to obtain additional needs may be of lesser importance.

For the child, the elderly, the handicapped, the housewife and mother, those dependent on public transportation, specifically those who spend the greatest part of their time in their home and immediate neighborhood, priorities change. The neighborhood and dwelling are for many their lifeline. Schools, recreational facilities, dwelling sizes, site plans, open space, transportation, shopping facilities, churches, employment opportunities, child care facilities, and opportunity for social interaction and privacy become heightened values.

The quality of the neighborhood and its response to resident needs will be the focus of the activities and resources.

> All activities should be submitted to and discussed with your instructor.

Suggested Activities

1. Consult Neighborhood Space: User Needs and Design Responsibility. Note the key points presented in the studies of the four case neighborhoods. These considerations will make you more sensitive to the following activities.

2. Define neighborhood.
   a. Would your definition be the same for a child and adult? Clarify.
   b. Distinguish between the behavioral qualities and proximity in your definition.

3. List the characteristics of neighborhood you would personally consider essential. Compare these characteristics with those of others listed in a small group session.

4. Select a neighborhood in your community. (This activity will be more effective if done by three or more students each visiting a separate neighborhood.)
   a. Research all zoning regulations, codes, and bonds which pertain to the selected area.
   b. What has been the average tax increase in the neighborhood in the last year?
   c. State the geographical boundaries of your selected neighborhood and the services contained therein.
   d. Visit at least three homes and two services in the neighborhood.
      1. Ascertain the occupants' satisfaction or dissatisfaction with their neighborhood. List the comments as strengths and weakness.
      2. How was the neighborhood defined by the occupants?
      3. What is the attitude of the neighborhood residents toward neighborhood shopping centers?

5. Indicate the existence of and, if appropriate, the distance of transportation and desirability of the following items in your neighborhood.
   a. Public transportation
   b. Streetlights, sidewalks, curbs
   c. Bike paths
   d. Sewers
   e. Public utilities
   f. Central water supply
   g. Child care facilities
   h. Churches
   i. Small grocery store
   j. Beauty, barber shop
   k. Dry cleaners
   l. Recreation center
   m. Schools--elementary, junior high, high school

6. Did you find evidence of neighborhood social interaction and "a sense of neighborhood" between adults as well as children?
   a. Cite any references to neighborhood cohesiveness or its absence.
   b. Did you find evidence of a neighborhood security system, neighborhood helpfulness and cooperation, references to invasion of privacy or isolation?

Suggested Resources

Altman, Irwin. The Environment and Social Behavior. Monterey, California: Brooks/Cole Publishing Company, 1975, Chapters 2 and 3 - "Privacy."

Hester, Randolph. Neighborhood Space: User Needs and Design Responsibility. Halsted Press, 1975.

Community services, agencies, directories, and bureaus listed in Unit 1.

A small group presentation and discussion of your findings will serve as the Progress Check for this unit.

## UNIT 3

## CREATING A SATISFYING COMMUNITY ENVIRONMENT

### Objectives

The MATCHE student will be able to identify the elements contributing to the physical well-being of man in the environment, such as lack of pollution, safety from hazards, environmental planning, land use planning and conservation.

The MATCHE student will be able to identify the elements contributing to the psychological well-being of man in the environment, such as relation to nature, and areas for privacy and social interaction.

The MATCHE student will recognize the importance of citizen participation in the development of an effective community action program.

### Overview

This unit presents the elements necessary for man's physical and psychological well-being in the environment. It also presents suggestions in planning community action programs to change communities which do not possess one or more of these desirable elements.

### Lesson: The Community and the Environment

### Narrative Summary

The impact of the environmental factors on one's satisfaction with their shelter and community is difficult to measure. The relationship between contemporary man and his environment is a problem of increasing urgency. Almost every activity of man has an impact on his environment and to some extent society. An awareness of the environmental implications for behavior is necessary before sufficient steps will be taken to improve the balance of man/environment relations. The following activities are designed to increase your awareness of environmental and behavioral aspects of shelter and the community.

> All activities should be submitted to and discussed with your instructor.

### Suggested Activities

1. Read Lynton Keith Caldwell's Environment. Outline the key ideas.

2. Read and abstract two current articles found in scholarly journals on each of the following topics:
   a. crowding
   b. privacy
   c. energy conservation
   d. designing for social interaction

3. Meet as a small group and share your findings on each of the above topics. Note the differences.

4. Research bureaus, agencies, committees, interest groups, and associations in your community and nationally interested in the environmental and land use planning problems of our society.
   a. List major environmental concerns in your selected community.
   b. Attend a meeting of one of these organizations in your community.
   c. Write for additional information to increase your effectiveness as an informed citizen.

Suggested Resources

On the following page is a brief list of national environmental organizations. You will have the responsibility for expanding the list to include local and state organizations.

When you feel you have satisfactorily completed the activities in this module, take the posttest.

Suggested Resources

Alternative Sources of Energy, Rte. 1, Box 36B, Minong, Wisconsin 54859.

American Museum of Natural History, Ecology Department, Central Park West at 79th Street, New York, New York 10024. For information on conservation and how animals are affected by pollution.

Environmental Action, 666 - 11th St., NW, Suite 400, Washington, D.C. 20001. This organization, which publishes a bi-weekly newsletter, was the original promoter of Earth Day.

Friends of the Earth, 30 East 42nd Street, New York, New York 10017. An activist, non-tax-exempt group which puts out a monthly publication, Not Man Apart.

Hubbert, J. King, 1962, Energy Resources-a report to the Committee on Natural Resources; National Acad. of Sciences-National Research Council, Washington, D.C., Pub. 1000-D, 141 pp. Reprinted 1973 National Technical Information Service, U.S. Dept. Commerce, Springfield, Virginia 22152; PB-222401, $9.75.

Izaak Walton League of America, 1326 Waukegan Rd., Glenview, Illinois 60026.

Keep America Beautiful, Inc., 999 Park Avenue, New York, New York 10016 Free: Booklet, "71 things you can do to stop pollution."

League of Conservation Voters, 917 - 15th St., NW, Washington, D.C. 20005.

National Audubon Society, 1130 Fifth Ave., New York, New York 10028. An excellent magazine published six times a year.

National Center for Resource Recovery, 1211 Connecticut Ave., NW, Washington, D.C. 20036.

National Parks Conservation Association, 1701 - 18th St., NW, Washington, D.C. 20009. Puts out an excellent monthly magazine.

National Plan for Solar Heating & Cooling (Residential and Commercial Applications). Write to ERDA Technical Information Center, P.O. Box 62, Oak Ridge, Tennessee 37830. Order Document No. ERDA-23.

National Science Foundation/National Aeronautics and Space Administration Solar Energy Panel, Solar Energy as a National Energy Resource, University of Maryland, Dec. 1972.

National Wildlife Federation, 1412 - 16th St., NW, Washington, D.C. 20036. Puts out an excellent magazine six times a year.

Sierra Club, 1050 Mills Tower, San Francisco, California 94104. This nationally famed group, one of the chief opponents of the supersonic transport, has local chapters across the country and publishes its bulletin monthly.

Solor Energy, Solar Energy Society, Arizona State University, Tempe, Arizona.

The Environmental Health Service, 5600 Fisher's Lane, Rockville, Maryland 20852. For information on the relationship between environmental conditions and health problems, and on air pollution in the United States.

The Nature Conservancy, 1522 K Street, NW, Washington, D.C. 10036. The leading natural area preservation group.

The Wilderness Society, 729 - 15th St., NW, Washington, D.C. 20009. Puts out a quarterly magazine called Living Wilderness.

United Nations Department of Economic and Social Affairs, New Sources of Energy and Economic Development, United Nations, New York, 1957.

Water Quality Office, Building No. 4, 1921 Jefferson Highway, Arlington, Virginia. For information on water pollution of the United States.

Zero Population Growth, 367 State Street, Los Altos, California 94022. This organization has many local chapters in cities across the nation and publishes a monthly paper, National Reporter.

MODULE PRE/POSTTEST

Student_____

Procedures for Selecting a Community  Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information in this module. You need study only those units that are prescribed on the basis of pretest results.

1. List seven major health, recreation, and welfare considerations in selecting a community.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

2. List five economic considerations which would affect the selection of community by a middle-class family with two school-age children.

   a.

   b.

   c.

   d.

   e.

3. Distinguish between attitudinal and proximity factors in neighborhood assessment.

4. Discuss methods of obtaining information regarding zoning, codes and community planning.

Pre/posttest (continued)

5. Discuss the difference in importance of "the suburban neighborhood" to a 9-year-old child of working parents and a professional employed from 9 AM to 5 PM in an urban center 50 miles away.

6. List eight major environmental crises we are experiencing today.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

7. Discuss man's dual needs for privacy and social interaction in a community. Support your statements by noting research in the field.

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Procedures for Selecting a Community

| | |
|---|---|
| Instructor: | Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented. |

1. (Any seven of the following)

   a. schools
   b. parks
   c. cultural activities
   d. child and adult entertainment
   e. transportation
   f. hospitals and health care
   g. ambulance service
   h. police protection
   i. fire protection
   j. waste disposal
   k. environmental problems, i.e., water, noise, air pollution
   l. housing supply

2. (Any five of the following)

   a. price of real estate
   b. tax rate and rate of increase
   c. cost of utilities
   d. cost of living index
   e. employment opportunities
   f. insurance rates (related to crime, environment conditions, fire hazard area, etc.)

3. <u>Neighborhood</u> vs. <u>Neighborly</u>

   proximity to home — cooperation
   transportation networks, foot and vehicle — cohesiveness
   local services, i.e., school district, local market, dry cleaners, etc. — spirit
   — common concern

4. Planning Commission
   City Hall
   Board of Supervisors
   Housing Authority
   Real Estate Association
   Chamber of Commerce
   Voter Registry

5. <u>Child</u>
   - home ground
   - most social contacts
   - schools
   - friends
   - recreational activities
   - access to all social, health, and entertainment facilities
   - reached by foot, bicycle, or public transportation
   - may be a supportive or a destructive environment

<u>Commuter</u>
- status
- security
- retreat

6. Evaluate the choices to be sure student has identified major concerns. The following are only a few.
   - energy
   - water pollution
   - air pollution
   - noise pollution
   - food contamination
   - urban sprawl
   - wasted resources
   - salvage pollution
   - transportation sprawl and inefficiency
   - land use planning
   - consumption of prime agricultural land for shelter
   - health hazards - 80% of cancer may be pollution-related
   - air pollution impact on agricultural productivity

7. Evaluate each answer on its own merit.

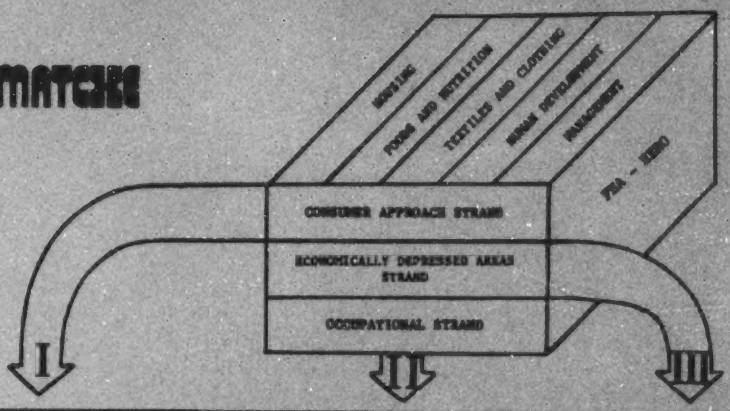
<u>Privacy</u>
A private or secluded place.

Irwin Altman
Paul Lemkau
Chermeyoff and Alexander
Robert Sommer

<u>Social Interaction</u>
The need for contact and stimulation by others when desired.

Sommer
Hall
Gans

# MATRIX




| | I | II | III |
|---|---|---|---|
| A. | CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION<br>1 Life Styles and the Consumer<br>2 Community Consumer Resources<br>3 Consumer Rights and Responsibilities<br>4 Incorporating the Consumer Approach in Homemaking Classes | CORE: ESTABLISHING OCCUPATIONAL PROGRAMS<br>1 Analyzing Job Market Opportunities<br>2 Developing Occupational Programs<br>3 Implementing Occupational Programs<br>4 Evaluating Occupational Programs | CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS<br>1 Characteristics of Economically Depressed Areas<br>2 Life Style Characteristics of Economically Depressed Areas<br>3 Community Resources for Economically Depressed Areas<br>4 Developing and Implementing Programs for Economically Depressed Areas |
| | AREA (Module) PACKAGES | AREA (Module) PACKAGES | AREA (Module) PACKAGES |
| B. | HOUSING<br>1 Consumer Use of the Community<br>2 Procedures for Selecting a Community<br>3 Procedures for Selecting Housing<br>4 Shopping for a Home Loan<br>5 Procedures for Selecting Furnishings<br>6 Maintenance Procedures for Surfaces, Furniture, and Appliances | HOUSING<br>1 Occupational Opportunities Related to Housing and Interiors<br>2 Required Skills for Retail Sales of Furnishings and Related Household Items | HOUSING<br>1 Low Income Housing<br>2 Government Housing Programs<br>3 Low Income Furnishings |
| C. | FOODS AND NUTRITION<br>1 Technological, Sociological, Ecological, and Environmental Factors Related to Food<br>2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods<br>3 Consumer Aspects in Planning Meals<br>4 Cultural Food Patterns<br>5 Influences on Food Prices | FOODS AND NUTRITION<br>1 Occupational Opportunities Related Foods and Nutrition<br>2 Operations and Activities of a Food Service Operation<br>3 Managing a Food Service Operation | FOODS AND NUTRITION<br>1 Food Availability in Economically Depressed Areas<br>2 Low Income Food Patterns<br>3 Meal Management on a Low Income |
| D. | TEXTILES AND CLOTHING<br>1 Consumer Approach to Textiles and Clothing<br>2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection<br>3 Clothing Needs of Individuals<br>4 Applications and Implications of New Technology in Textiles and Clothing | TEXTILES AND CLOTHING<br>1 Occupational Opportunities Related Textiles and Clothing<br>2 Assembly Line Garment Construction<br>3 Merchandising Textiles and Ready-To-Wear | TEXTILES AND CLOTHING<br>1 Clothing the Individual and Family<br>2 Utilizing Resources for Clothing and Textiles |
| E. | HUMAN DEVELOPMENT<br>1 Societal Changes Affecting the Family<br>2 The Relationship Between Spending Patterns and Interpersonal Relationships<br>3 Financial Pressures in Various Life Styles and Cycles<br>4 Individuals and Families in Crisis<br>5 Consumer Aspects of Parenthood | HUMAN DEVELOPMENT<br>1 Occupational Opportunities Related to Human Development<br>2 Children's Center Aide<br>3 Developing Programs for Preschool Children<br>4 Convalescent Home Aide | HUMAN DEVELOPMENT<br>1 Characteristics of Economically Depressed Area Families<br>2 The Child and the Economically Depressed Area Family<br>3 Resources for the Economically Depressed Area Family |
| F. | MANAGEMENT<br>1 Relationship Between National and Consumer Economics<br>2 Consumer Legislative Issues<br>3 Environmental Issues and the Consumer<br>4 Financial Management<br>5 Family and Individual Credit Management<br>6 Management View of the Multiple Role<br>7 The Metric System | MANAGEMENT<br>1 Occupational Opportunities Related to Home Management and Supporting Services<br>2 Occupational Preparation for Jobs Utilizing Housekeeping Skills | MANAGEMENT<br>1 Management Skills<br>2 Money Management<br>3 Marketing Practices in Relation to Low Income Clientele |